# History of the Public Schools of Carlisle.

# HISTORY OF THE PUBLIC SCHOOLS OF CARLISLE

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WITH the advent of the Nineteenth century, our little town began to take rapid strides toward prosperity. Her citizens were building homes, her artizans were following their crafts without fear of the Indian, Dickinson College was an assured fact, and six congregations of Christians, represented in the town, gave a moral and religious tone to the community.

The field being now ready for educational work, the Schoolmaster appeared, bringing to the little town some knowledge of the thought, sentiment and experience of the great world beyond. There was a goodly number of them, various in character, culture and attainments.

Miss Fanny Webber, whose name is enrolled among our first Public School teachers, must have taught a private school in Carlisle before 1820. Miss Sarah Rudisil taught a sewing school, where needle work, dainty and beautiful was taught, giving special instruction in cross stitch, which was about the only way then known for marking table and household linen; and it is said the young women of that day might be seen patiently, laboriously and perhaps lovingly, marking the handkerchiefs of their suitors, with hair drawn from their own dark tresses.

In 1819 Thomas Jones begs the citizens to let him instruct "gratuitously, a select number of young people for church choirs" and he also desires to establish a select school on the "Lancastrian plan."

In September 1822, Mr. B. August, advertises "that he has opened a school to instruct pupils in the elegant art of dancing, in civility, and good manners, and all persons who subscribe immediately, will be able to present themselves with grace in company, and dance with ease and elegance at the grand balls," showing between the lines, that Carlisle had a gay social life almost one hundred years ago. In another place, Mr. B. August, French ex-officer and pupil of divers colleges, assures the public that he has in

press, a new work entitled "Guide to Youth" which teaches the principles of civility and good breeding, the duties of children toward God, towards fathers, mothers and relatives, and which is the only book of the kind extant."

Mrs. Curry, a Scotch woman, advertises a school, in which "reading, writing, English grammar and needle work are taught, in the property of Robert McCoy two doors south of Doctor Foulk's residence on South Hanover Street. She assures the public, "her most indefatigable exertions shall be exercised to give satisfaction; male children under nine years of age shall be duly attended to." Signed "with profound respect the public's humble servant"—CHARLOTTE CURRY.

"She does not this to gain applause
Believe it, there's a better cause."

It was said of Mrs. Curry's School that the hiss of frying meat, mingled with the hum of little voices, as the children conned their lessons in the one room, that represented school room, living room and kitchen.

About this time John Connelly taught an English School in the north room basement of the German Reformed Church, "in which the usual branches of an English education, including book keeping and mensuration will be taught." Mr. Philip Messermith also announces that he will open a night school on East Pomfret Street, "where he will be willing to instruct all good boys who repose their confidence in him." Terms $1.50 per quarter if paid promptly. Mr. Messersmith was a scholarly man, of German stock, and in his day school, taught all the English branches then considered necessary. To this he added the German language which is said to have made him unpopular with the Scotch Irish. His wife was an amiable pleasant lady who was very much liked by the girls who attended school, and it was no unusual thing for her to appear at the door of the class room, and ask her husband if some of the girls could be excused to give her a little help in the kitchen. At this request, there was always a volunteer corps of the larger girls, who willingly sprang to the help of Mrs. Messersmith, preferring the practical demonstration of domestic science in the kitchen, to the theories of the higher education in the school room.

In this list of teachers from 1820 to 1830 we must not omit the name of Mrs. M. E. Shaw, a Philadelphia woman, who conducted a "Ladies Academy," in which were taught "spelling, reading, grammar, rhetoric, geography, chemistry, French, drawing, painting on velvet, and music. Boarding and tuition $150 per year, boarders finding their beds, bedding, washing and mending, books and stationery."

Also as early as 1825 Gad Day and John B. Murray "conducted a Classical and English Academy in the Old College, to qualify students for admission to Dickinson, or any other College in the Union."

Mr. Day seems to have been pre-eminently the representative teacher in Carlisle prior to the establishment of the Public Schools. In the spring of 1836, we read that he has removed from the Old College, "and will now occupy the spacious and elegant school rooms in Harper's, now Irvine's Row—separate apartments for the sexes." With his name we close the roll call of the pioneer teachers of Carlisle; there were many more of equal, perhaps greater ability, but enough have been named to give a local tone and coloring to the educational outlook of the period.

The schools prior to 1836 were supported by subscription and were of two classes: the ordinary private school where parents in good circumstances paid tuition for their own children, and the "poor school," where the children of those unable to pay, were taught at the expense of the borough or township. The poor schools were not popular with the children who attended them. But the school system as it existed at this time was not deemed sufficient for the training of our young people. The friends of education throughout the State, bravely fought for a better and more universal plan than any yet in operation, and after a storm of opposition, they, supported by Governor Ritner, triumphantly won their cause. To the credit of Carlisle she was among the first in the State to avail herself of the act of the legislature, April, 1834, establishing a Public School System.

The initial meeting for establishing the Schools of Carlisle was held March 12th, 1836, when a number of teachers and other citizens favorable to education met in the County Building and formed an association to be called, "The Friends of Common Schools."

It was resolved at this meeting that a committee consisting of the Rev. Goodman, and Messrs. Hamilton and Day, "should be appointed to ascertain minutely the State of Common School Education in the County, and after obtaining the facts, to embody them in a report to be submitted to this meeting." A sub-committee was afterwards appointed consisting of eight students of Dickinson College, who were empowered to explore the County and by personal observation and inquiry, procure the information desired.

The report of this committee can be found in Mr. Hamilton's History of the Public Schools. It is sufficient to say that they found 3,327 children in the county and villages, and 433 in the Borough of Carlisle who were attending school. They furthermore add "Your committee have before them

a statement from the County Commissioners and they find that 1,087 in Cumberland County and 254 poor children in the borough, are at present receiving from the County Treasury, the means of their education" "and that probably 1238 are growing up without the blessings of education."

With regard to text books, every variety was found by the sub-committee. They believe "that there is hardly any work intended for primary education, that has not been seen in the hands of the scholars; almost every one of whom had a book different from his felllow learner. Among this collection but few good elementary works were found, and many were entirely worthless." This report was drawn by the Rev. Goodman and signed by him, and also by the Rev. John Durbin, James Hamilton, M. Caldwell, Gad Day and R. Emory; dated April, 1836.

On March 26th, 1836, the School Directors met in the Town Hall and elected James Hamilton to represent them at the County Convention which assembled in Carlisle on the 2nd of May, following. That convention met and resolved to raise ten thousand dollars for school purposes, and in order to give the new system a fair trial, the citizens a few days later met, and resolved to raise two thousand dollars in addition to what had been already promised.

The County was now becoming enthusiastic over the subject of universal education. At the first semi-annual meeting of the Cumberland County Lyceum held in Carlisle on the 25th of May, delegates from the following literary associations were present: "From Mechanicsburg, Mutual Improvement, from Silver Spring township, from the Branch of the Teachers' Lyceum, of Cumberland, Allen township Lyceum, Equal Rights Society of Carlisle, and from Dickinson College." The new and popular question of the day was discussed,and resolutions were passed directing the Secretary to address a note to the pastors of the Churches in the County requesting them upon the first Sunday in August "to urge upon their respective congregations the duty of educating their children, and to advocate the interests of this education;" all of which proves, that whilst the establishment of free schools met opposition from the rich because they feared taxation, and from the ignorant, because they knew not the value of learning, yet the noble cause of universal education was dear to the hearts of the people.

The Lyceum now proceeded to consider the best method of procuring a sufficient number of well qualified teachers. Prof. Caldwell of Dickinson College offered this resolution: "That they give liberal remuneration, and subject candidates to a rigid examination." We shalll see presently what

was considered liberal pay for six hours, of hard work in the school room, five days in the week, with a two hour period on Saturday.

On the Fourth of July a permanent organization of the Board was effected and it was resolved to put the schools in operation by the 15th day of August. Mr. Humrich says "they met from day to day, examined and engaged teachers, procured rooms, provided furniture and apparatus, assigned the scholars, determined the studies to be pursued and the text books to be used, and had fifteen schools, in operation by the fifth day of September."

Carlisle has always been considered slow and conservative, but the men who accomplished this work in the heat of mid-summer, were neither slow nor nonprogressive. They wrestled with a problem, vast in its conception, and complex in its relations to the community, and they solved the first principles of the question wisely and successfully.

The honored members of the first Board of Directors when the schools went into operation were, Mr. Andrew Blair, President; Mr. James Hamilton, Secretary; other members of the Board, Messrs. Peter B. Smith, Lewis Harlan, Reineck Angney, and Thomas B. Jacobs."

The system decided upon was a series of schools advancing progressively from primary work to the higher studies of an English education." The children were advanced from grade to grade, until they reached the High School, where the instruction was hoped to be such as would fit them for the ordinary avocations of life and give them sufficient training to teach in the Public Schools." This systematic educational course, covered a period of about eleven years. The plan was original with the Carlisle School Board, and when put in operation, was considered an experiment. It was afterwards printed and circulated in various parts of the United States.

The school term for the first year granted but two weeks' vacation in summer and one week at Christmas; but in July, 1838, in compliance with a request from the teachers, the Board "resolved that there shall be a holiday and vacation during the month of August and on Christmas Day, New Years Day and the Fourth of July." To this was added after several years, Thanksgiving Day and Commencement Day and the week between Christmas and New Year. At a May meeting in 1849, for financial reasons, the Board decided upon a ten months' term, closing the schools upon the thirtieth of June, to reopen the middle of August, with a two weeks' vacation at Christmas. Many years afterwards the whole month of August was included in the Summer holidays, school opening the first week in September. Public examinations were at first held before Christmas, and also in mid-summer, transfers being made at both seasons.

The old record says that by January of the first school year, "eight hundred and thirty-seven pupils were enrolled," and the annual cost of instruction, room rent and contingent expense, amounted to about $4100.

The teachers of the first primary received $12 per month, the teachers of the other grades receiving respectively, $17, $20 and $25, for the same time. Mr. Criswell taught the Girls' High School at a salary of $29 per month, whilst Mr. Dix heroically wrestled with the High School boys, for the munificent sum of $400 per annum.

At the close of the first year of school work, a little circular, doubtless of great interest to friends and patrons was distributed in Carlisle. It bore this message to the public:

> "The Schools will assemble at their respective School Rooms at nine o'clock on Saturday morning the 5th day of August next, and proceed in order to the German Lutheran Church (old First Lutheran) to hear the report of the Board of Examiners of the Public Schools and any remarks that may be thereon; after which, they will be dismissed for the vacation.
>
> "The Public are respectfully invited to attend; the exercises in the Church to commence precisely at ten o'clock."

This simple announcement to patrons and friends, represents the modest beginning of our interesting and popular High School Commencements.

The next year the entertainment was more pretentious in character. The public were invited to the "Saloon of Equal Rights" where, interspersed with music, there was an examination of the Male High School in Natural Philosophy, of the Female High School in Astronomy, also "Reading and exhibition of Composition writing," and declamation by the following boys: Robert Henderson, Davidson Eckels, J. Wareham, F. Parker, G. Brown and William Gray.

Certificates were at first given to all who completed the prescribed course of study, but from the minutes of July, 1848, we learn that the Board had just secured an "elegant" diploma plate at a cost of ($70) seventy dollars, and that to "six pupils of the present year, and to ten of the preceding two years, who had passed satisfactory examinations, diplomas were awarded."

Select School, a unique feature of the Carlisle System was established April, 1838. On the first Wednesday afternoon of each month the schools were suspended and the teachers with five, afterwards three, representative scholars from each of the schools, in one of the three departments, met alternately for illustration in the mode of instruction." It was considered quite an honor because the pupils selected by their teachers were regarded

as the class leaders during the preceding three months; "and they were rewarded, either by certificate of merit or by having their names published in the Carlisle papers." Select School which had its advantages in its day, was maintained until 1897, when the Board deeming its period of usefulness was over, abolished the custom.

In connection with the Public Schools there was established as early as 1841, a District Library, from which directors, High School pupils, "Select scholars" and borough apprentices could obtain books without cost, citizens of the town having the same privilege by paying one dollar in advance for the year. The School Board contributed one-fourth of the net proceeds of the "Saloon of Education Hall" towards the increase of this Library. It will be remembered by some yet living in Carlisle, that for many years, the old Hall in the alley was the only public building except the Court House, that could be obtained for concerts, lectures and other entertainments.

In 1850 by a special act of the legislature, Carlisle was made an independent school district, unlimited power to manage the schools being vested in the Board of Directors. This continued until 1895, when the law excluding a City Superintendent was revoked and Mr. Samuel Shearer was unanimously elected to fill that new and important position.

As early as 1850 the Carlisle Board realizing the importance of a training school for teachers considered the project of establishing a Normal School in Carlisle, to continue in session three months of the year. Rev. J. A. Devinney and Mr. Wm. Batt were appointed teachers, and requested to prepare a system of instruction to be submitted to a convention of delegates from the County, and to the Carlisle School Board, but not receiving the necessary support from the county the plan was abandoned.

The Colored School taught by Miss Sarah Bell was already in existence at the time the public schools were organized, owing its priority to that old and useful organization, "The Ladies Benevolent Society of Carlisle." Four ladies of that society, feeling that the colored people of town should receive some religious training and be taught to read, asked Miss Bell if she would undertake that missionary work. The school was started in the basement of the African Church on Pomfret Street, and Miss Bell faithfully applied herself to the work of improving the condition of the few colored people then living in Carlisle. Some of her pupils were no longer young, but she taught them to read, to sew and thoroughly instructed them in the Bible and the Westminster catechism. She strove to make them not only good Christians but good Presbyterians. The New Testament was given as a reward to

all who committed the answers in the smaller catechism, but the Bible in its entirety, was the reward of the good boy or girl, who, with the answers to the questions, could recite the proofs. Mr. Blair furnished the Bibles while he lived, and after his death, Mr. Hamliton and Doctor Murray continued the work.

At least one boy went out from that school clad in gospel armor and prepared to spread the Christian faith—the Rev. John Brock of the African Presbyterian Church.

Miss Bell's work among the colored people covered a period of about fifty years, and in that time the school advanced from its modest beginning to the rank of a Secondary School, including in its course of study, geography, history, arithmetic and even declamation, and her influence, so quietly and conscientiously exerted, did much to uplift the African race in Carlisle, and she well deserves from this community lasting and honorable remembrance.

In looking over the roll of teachers we find the name of our dear old friend Miss Beckie Whiteman. Miss Beckie commenced her work as a primary teacher in Carlisle, the same year in which Froebel began his great work in Germany. It is probable she never in her life heard of this friend of children, nevertheless the spirit of the kindergarten was in her heart.

In her little one story school room on Louther street, opposite the Reformed Church, she allowed every liberty that was consistent with any degree of government. We played games on our slates, we whispered, we learned to knit from one another, we made patchwork, we ate apples and taffy, always being encouraged however, to share our lunch with our teacher or a schoolmate.

We learned to read and spell and we sang the multiplication table whilst some one moved the colored balls of the abacus, a calculating instrument used to illustrate the process of multiplication. Indeed there was much singing in school, Miss Beckie being the leader, and it covered a wide range of musical subjects, from the songs found in the little singing books for children, to the mournful and depressing strains of "I would not live alway." I recall a very popular solo given by a little girl, now the mother of a Dickinson professor, who took the floor, and sang her A B. C's with her whole little heart, much to her own satisfaction and to the intense enjoyment of the school.

At this time children were admitted to the first primary grade at the age of five years, and occasionally one slipped in before he or she had attained

that degree of ripe maturity. They frequently remained until the mother and the teacher decided they were old enough and big enough for promotion. The school hours in Summer were from nine to twelve and from two to five; in winter the period was shortened one half hour. There is a tradition to the effect that the President of the Board coming in one day in July and finding a number of little ones asleep, recommended trundle beds.

Miss Fannie Webber to whom I have already referred, taught in the next grade and in her school, and in Miss Jackson's of the same class, sewing was an important branch of school work. Little girls from eight to ten years of age were doing elaborate hemstitching, were making white shirts and stitching on linen, with a beauty and regularity that would challenge admiration today.

Miss Fannie was not much given to praising, but if the work was not up to her standard it was picked out and done over, and woe betide the child who questioned the teacher's right to use the imperative mood in its strictest and strongest sense.

Cross stitch, the working of samplers, the making of needle books, the working of bookmarks on perforated paper were some of the things we were proud to exhibit at the public examinations.

In the two years passed in this room we learned perfectly the four tables and the smaller tables of weights and measures, but the practical use of the arithmetic was reserved for the next grade; we also learned the definitions in the geography and became familiar with the use of the map. To this we added reading, spelling and definitions, and writing in copy book, commencing with strokes and pot hooks.

When life became too strenuous in Miss Fannie's school they sometimes sang "The spacious firmanent on high" and when the little eyes grew weary and wandered to the green grass in the schoolyard, and to the big blue flags that grew in the tiny gardens under the windows, and ran riotously along the fence that bounded the Old College grounds, the children were admonished "that time must not be wasted."

The teacher was a woman who had strong convinctions regarding the duty she owed the rising generation, and she had in every sense of the word, the courage of her convictions. It was a period when children were fed on porridge and not on sweatmeats, and Miss Fannie Webber could furnish the diet. An old pupil says of her "I think she was just in dealing with her pupils." As proof that she was appreciated, I know that many of the mothers then living in Carlisle, who had been instructed by her in their youth,

requested that their little girls when transferred from the first primary, might be placed in her care and profit by her instruction.

Miss Martha Underwood who taught the grade below the High School, was one of the representative teachers of that day. She received her training in that old and well known seminary for girls, in Steubenville, Ohio; and to a fine education added "teaching power." She was kind, patient, thorough, encouraging and in addition to the possession of these qualities, was pre-eminently the ethical teacher of the day. To her was given in a large degree the power of exerting an influence over her girls, and there may be some here tonight who can yet hear her voice pleading with us to do right. The beautiful Civic Creed had not been dreamed of, but the voice of the teacher was ever raised in behalf of all that was good and noble and honorable. "Be truthful, girls obey the voice of conscience, use your influence for what is right, that when you are older, you may be useful members of society and good women in your own homes."

Can the twentieth century produce any better call to duty than this admonition of a teacher, whose precepts were the essence of purity, and whose life was a living exponent of those precepts? She lies dust and ashes in the Old Graveyard, her voice silent with the eternal stillness of the tomb, but so potent her influence, that it has bridged the chasm of more than half a century, and has made the routine of life in the old school room vivid and clear as the events of yesterday.

For some time the supply of teachers for the higher grades had been drawn from New England, but in 1846 after the resignation of Miss Whitcomb it was thought expedient to try home talent for the High School, and Miss Elizabeth Hendel was chosen for that position. Miss Hendel who had some experience in primary work was entirely self taught in the higher branches of education, but so great was her energy, her ambition and her executive ability, that considering the limitation of the times, no one ever made a greater success of school work.

They botanized, they studied the constellations, luminous in the clear winter air, they painted in water colors, and the art needle work could compete with any work done at the present day. To these ornamental studies we may add an elementary knowledge of algebra and geometry and a pretty thorough drill in arithmetic. This course in mathematics, supplemented by natural philosophy, history, physiology, literature and Blair's rhetoric, gives us some idea of the work undertaken by this able teacher, and all for the sum of thirty-five dollars a month.

I recall very clearly the after glories of a High School examination which we children of the lower grades were permitted to witness. I recall the beautiful work, the drawing, the floral decorations, the fountain, which was only a siphon immersed in a bowl of water and banked with flowers; but to our youthful eyes it seemed as though the pinnacle of all things had been reached, and the Victorian age of education was upon us.

Mrs. Pettinos who graduated from the High School whilst Miss Hendel was teacher pays this tribute to her memory: "I can never say too much in praise of Miss Hendel to whom I am indebted, more than to any other teacher during my course. She had a cultured intellect and had the faculty of inspiring her pupils with a love for literature. She was an original teacher, one that was not bound by the narrow rule of the text book and it was a dull pupil indeed who could not be interested in the variety and wealth of her literary resources. She certainly was for her time, or any time—a most remarkable teacher."

Miss Hendel's public career terminated with her marriage to Mr. Jason Eby in 1853.

A vacancy occurring in the Boys' High School at this time, Mr. E. W. Downing and wife took charge of the two schools. Mr. Downing resigned at the end of two years was succeeded by Mr. Davidson Eckels, who has the distinction of having taught for fifty years in Cumberland County, and a large proportion of those years, most acceptably in the schools of Carlisle.

Mrs. Downing was succeeded in the Girls' High School by Miss Frone, who after a period of three months resigned to be followed by Miss Cornelia Wing. Probably no woman in Carlisle brought to school work a brighter intellect or a more varied stock of knowledge. She had few peers among the women of town at that time, and to the pupil who desired to learn, she proved an interesting teacher and a valuable friend.

In September, 1855, Miss Annie Ege succeeded Miss Wing. Miss Ege was the first graduate of the Girls' High School to fill this important position, and although quite young, she assumed her duties with a dignity that compelled respect, and a firmness that secured obedience.

After the marriage of Miss Ege to Captain Smead in 1858, Miss Martha Underwood to whom I have already referred, was prevailed upon by the School Board to accept the position of High School teacher, where for seventeen years she discharged her duties with the same efficience that characterized her work in the lower grade.

And now I ask permission to change my perspective for a short time and present to you, as I remember them, several of the directors who visited the schools from 1850 to 1856.

Mr. Andrew Blair, President of the School Board from its organization in 1836, was kind, lovable and fatherly in his attitude towards children; and to our youthful minds his face seemed already turned toward the sunset of life. He rarely asked questions, his manner was that of a father advising and encouraging his children to make the most of their opportunities. His face never wore a frown in the school room, and when he left, the calm of a benediction seemed to dscend upon the restless youngsters. He died in 1861 having served as president of the Board for twenty-five years.

Mr. James Hamilton, the friend and co-worker of Mr. Blair was a classic scholar, a man of much culture and known throughout the State as a pioneer of Common School education. "For twenty-five years he was secretary of the Board, and the amount of labor involved may be gauged by the fact, that from July fourth, 1836, to July, 1837, there were sixty-five meetings of the Board, all of which he recorded upon the minutes." Many of the most prominent measures were adopted at his suggestion, and to his judgment was largely committed the selection of teachers for the higher schools. Personally, he was modest, diffident and easily embarrassed; his refined sensitive face flushing as he entered the school room, and probably communicating to the children a sympathetic embarrassment, for we rarely did our best in his presence. He died in the work in 1873 having seen the schools he loved so well, on the highroad to prosperity and usefulness.

Colonel McFeely was another director well known in town. He was a stout gentleman, not very tall and usually accompanied by a large trick dog. We children knew the Colonel had been a valiant soldier of the war of 1812, but what was military renown compared with the glory of possessing a dog that could carry a basket and do other stunts of the same kind.

Mr. Ephriam Cornman elected in 1851, was a tall stout gentleman with a benevolent cast of countenance. He was the father of a large family of very active children, and his visits to the school occasioned no uneasiness for we realized that no matter what occurred while he was with us, nothing could possibly be a surprise to him. His work in the Board covered a period of about twenty-seven years and for a number of those years he was its faithful and efficient president.

Many of us remember the cheerful hearty manner of Mr. Henry Saxton, who whether in the interests of education or in the civic work of

the town, used his life as if it had been given him for the sole purpose of helping others. He always entered the school room as if he had come to do us good, and when the door closed on his strong kind face, we felt as if he had accomplished that for which he came. He was a valuable man in the Board, his splendid business abilities being of great service in practical matters, while his warm sympathetic nature made him the friend of pupils and teachers.

Mr. Thomas Skiles was also one of the six whom I remember well. Tall erect and faultlessly attired, his head crowned with a luxuriant crop of dark hair, he was in appearance, the Beau Brummell of the School Board. He was a bachelor, urbane, courteous and dignified in manner, and a man of considerable intelligence. It was rumored that he had an unspoken attachment for one of our teachers, and for this reason his visits to the school were interesting events, quickening our powers of observation, and opening up a new, inquisitive and exhaustive line of thought.

Having turned "the light of other days" upon some of our dear old friends, I return to the history of the schools.

In March, 1857, instruction in vocal music under Mr. Rheem was introduced into the schools but after a trial of several years was given up. A few years later another attempt was made along this line which resulted in its becoming a permanent branch of instruction.

On the 28th of June, 1871, a large number of the graduates of the High Schools met and organized the Hamilton Alumnæ Association. Several years after this, the name was changed to the "Alumni Association of the Boys' and Girls' High Schools of Carlisle."

The annual meetings of this society at first were purely literary, consisting of essays, poems, class histories and music, but for some years the social side has been very popular. Now whilst the anniversary meeting has its interesting literary features, simple and inexpensive refreshments follow, and mark the time when parents with their children, hail old classmates and friends, and renew their youth in an atmosphere full of reminiscences and permeated with kind feeling.

In 1878 the colored population having increased to such an extent it was deemed necessary to form a High School for colored pupils, with the provision that they receive their diplomas and unite with the graduates of the other High School in the exercises of Commencement Day.

In 1880 the Board realizing that the trend of public sentiment was toward the co-education of the sexes, resolved upon an innovation. Up to

this time the Carlisle System of education had scrupulously kept the boys and girls in separate schools after they left the first grade. Now it was determined to form a Grammar School which should rank as the third class of the High School and having as pupils both boys and girls. Mr. Wesley Hipple was placed in charge and under his management the experiment proved a great success.

In 1888 the two High Schools and the Preparatory department were united, and Miss Landis who had already given thirteen years of strong thorough work in the Girls' High School, was made principal of the consolidated school with Mr. Hipple as assistant.

In 1895 after the repeal of the old school law Mr. Samuel Shearer was elected Superintendent of the Carlisle Schools.

In 1898 the School Board resolved that the course in the High School be changed from three to four years, also that there be three elective courses, Classical, English and Commercial. "The Classical prepares the pupil for college, the English gives him the equivalent in English, Science and mathematics, without any foreign language, the Commercial prepares him to enter upon the various grades of mecantile or clerical work." The school course is now practically what it was ten years ago except that German has been added to the curriculum. There are 203 pupils enrolled, and the able principal Mr. T. Latimer Brooks and his five assistants are doing good work.

In 1903 a Preparatory department was again organized and has at the present time an enrollment of 223 pupils under the management of its Principal, Mr. Frank Weakley, and four assistants. There are now 26 schools, employing 36 teachers with a total enrollment of 1,584 pupils. The Carlisle School System has been since 1903 under the management of our able and progressive Superintendent, Mr. John C. Wagner.

We will refer here briefly to the most picturesque and popular event in the history of the schools—the Columbian Celebration in October, 1892.

With the national colors flying from every available point in the town, the side walks crowded with delighted parents, twelve hundred children fell into line, and in procession with the Civic and Military societies and the students from Dickinson College, marched to the Wilson School Building where the public exercises were held. The most striking feature of the occasion was the presentation of a mammoth silk flag by the Junior Order of American Mechanics, and the Patriotic Order of the Sons of America.

This flag has the distinction of being the first ever raised over a school building in Carlisle, and when it floated from the flag staff, twelve hundred

tiny flags in as many youthful hands gave it an enthusiastic and royal salute.

The most important event in the history of the schools since their organization, has been the bequest of $145,000* by the late Charles Lamberton of New York City, for the erection of an Industrial School. When the plans for this are fully developed, Carlisle will be the possessor of a splendid technical training school, and Mr. Lamberton will have in this institution, a perpetual memorial, commemorating his generosity, his wisdom and his loyalty to his home town.

In reviewing the events fifty years have developed since the men and women of whom I have written were at the helm of the educational interests of the town, we see many changes. The old school houses, many of them situated in alleys have disappeared from the geography of the town and new and commodious buildings have taken their places. The Hamilton Building on Pomfret Street erected in 1868, the Wilson on Pitt and North, erected 1890, the Penn erected 1898, and the Franklin on Walnut erected 1900, all attest that the spirit of progress is awake and at work.

The smoky stove, poor ventilation, the uncomfortable bench, the defaced desks have been replaced by the steam heating plant, pure air and comfortable furniture,while upon the pure white walls of the school rooms hang chaste and classic pictures, the gifts of the Civic Club. We have truly passed through a period when the educational slogan has been "Ring out the old ring in the new."

In those former days work was not so easy for the pupil as it is today. The explanation of the teacher was along the line of the "rule," rather than the development of the reasoning faculties, consequently memory took precedence of thought.

Methods have changed since then; they and subject matter are bound to change, but the qualities that make a good teacher are unchangeable; the same fifty years ago as today, and will be the same as the twentieth century moves forward progressively and aggressively.

Many of the boys and girls who conned their lessons in those old school rooms received no higher systematic culture than the public schools afforded, yet our graduates have taken their place in the home town and kept pace with the march of improvement. We point with pride to the women in this town who are foremost in Church, philanthropic and civic work, whose elementary training, and perhaps their only systematic training, was received in the public schools.

*When Mr. Lamberton's entire gift is realized the amount will be much larger.

Some of the boys among those older graduates have been well known and respected in this community. Notably among those older men were our distinguished jurist and citizen Judge Henderson, Honorable Robert Lamberton former president of Lehigh University, C. P. Humrich,* our enthusiastic local historian and nestor of the Hamilton Library Association, Davidson Eckels, well known as a teacher, Captain, now Admiral Ben Lamberton of the class of 1857 who served in the flagship with Dewey, and shared with him the glory of the battle of Manilla Bay.

Several of the boys have become prominent in railroad work in the middle West, whilst a group of Carlisle graduates in Washington have proved their fidelity and worth by their long term of service in the civic departments of the Capitol of our country.

Pleasant are the recollections of my school days, the memory of teachers directors, schoolmates, and the associations I have tried to recall. Almost all the workers who made the history of that busy day have quietly "folded their tents" on life's battle ground and "silently stolen away."

If the reminiscences of other days have proved too long, remember friends, it was the morning of my life, when the golden glow of youth was on the hill tops and sunshine flooded the valleys, and every blade of grass and every weed that grew in my pathway was crowned with a flower and redolent with fragrance.

*Mr. Humrich was a member of the School Board for ~~thirty-two~~ years, a great portion of that time serving as its Secretary.